



COLORADO
COMMUNITY COLLEGE SYSTEM

CCCS Annual Equity Report 2021

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CCCS 2021 Annual Report

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Our Equity Journey

Dr. Ryan Ross


We are growing, learning, being uncomfortable, and taking action. As a system of colleges doing equity work, we are still in vastly different places across the state but every college community is having conversations, asking questions, and trying on new things. This is what growth looks like and we should be proud. With every new action or uncomfortable moment, we learn. We learn more about ourselves, our students, and the necessary path to emerge as a system where gaps do not exist, and where everyone can thrive. Our action continues to speak for itself. When we started this journey, we had a charge and no plan. As we enter the 21-22 school year, we have 15 communities, including the system office and CCCOnline, with equity plans and pledges to do the work. We have resources and faculty exploring equity in curriculum and instruction and regular and ongoing professional development system-wide and on individual campuses.

Despite the challenges of COVID-19 and the social justice pandemic, we have a lot to celebrate. Collectively, we are disaggregating our data to ensure that no one is left behind. We are challenging each other daily to ensure that our colleges receive the support from the system they need. During 2020 and 2021, over 1000 of our colleagues from around the system had access to free and/or affordable development opportunities and many of our experts had were able to share from new platforms and reach new and expanded audiences. We accomplished a lot and slowing down for a quick kudo or pat on the back is more than appropriate – for a moment.

The reality is that there is still work to do but we are poised and ready to continue moving in the right direction. Our system has added multiple Equity Officers in our ranks, and every college now has a local equity committee to focus on individual campus needs. This rapid growth has allowed the system E&I council to concentrate on professional development and thinking more systematically and strategically.

This year we learned a few things that we will explore and continue to ponder.

- 1) Diversifying our work force supports student success and retention
- 2) Applying a systematic approach to racial equity is necessary to build sustainable change for our students, faculty, staff, and stakeholders
- 3) The accessibility and disability conversation has to be mainstreamed and normalized as a part of our equity conversation



The work ahead will continue. As we celebrate and learn from what may be one of the most challenging times in the lives of many of us, we recognize that many have these struggles regularly. It is these types of realizations that help shape our goals and must keep us focused and moving forward.

In 2021-22 we will focus on continued growth in our understanding of equity, as well as explore several specific topics:

- Accessibility Services
- Land and Labor acknowledgements
- System-wide baseline equity training
- Review of policy and procedures
- LEA recommendations
- Creation of a statewide equity conference

I want to thank our Chancellor and Presidents for their leadership and continued support of this vital work. I would also like to thank all of the staff and faculty for the fantastic work, commitment, and extra loads lifted over this past year. I salute you all. Let's continue to lead with grace, accountability, and courageous conversation.

Ryan Ross, PhD.

Associate Vice Chancellor for Student Affairs, Equity, and Inclusion



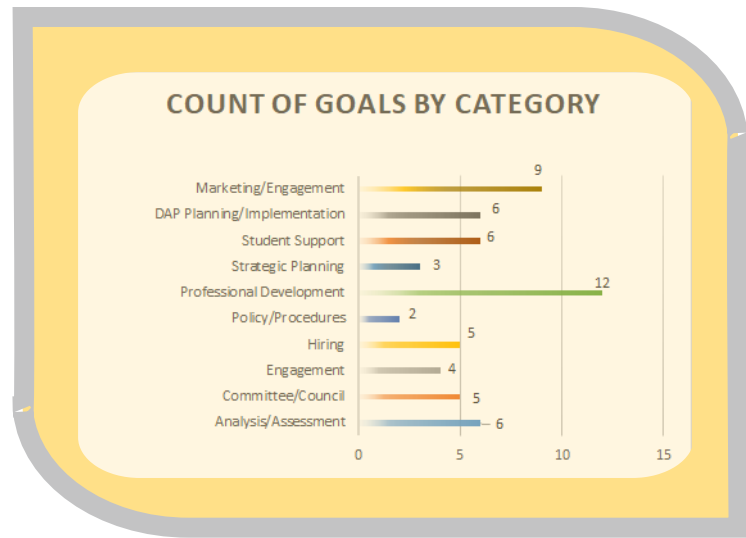
DEI Goals Overview

Goals Summary

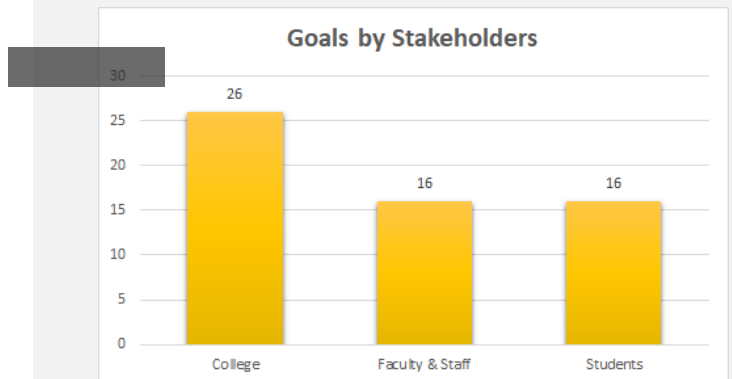
CCCS's 13 colleges, CCCOnline, and the System Office's Council for Inclusive Excellence (SOCIE) provided Diversity Equity & Inclusion (DEI) goals for the annual report. Many used the using the CCCS "DIALED" (Diversity, Inclusion, Achievement, Leadership, Equity, and Development) into Equity Framework. DEI Action Plans (DAPs) included a brief executive summary and a format for delineating tactics, measurement plans, identification of lead personnel, and timelines. A total of 59 goals were collected from the DAPs and were categorized as Student focused, Faculty/Staff focused, or College focused.

College Focused Goals

- Administer a DEI related campus climate survey such as the UCLA Higher Education Research Institute Diverse Learning Environments Survey in FY 2022.
- Adopt new and revised DEI goals, tactics, action items, and metrics during the next Strategic Planning Process in the fall 2021.
- Clearly communicate goals, timelines, and strategies around equity initiatives and concrete action plans that include opportunities for all college individuals and stakeholders.
- Continue the Equity Impact Assessment project with the Human Resources Department
- Design and launch the DEI webpage
- Develop and implement an Equity Plan for our College
- Disseminate disaggregated student success, retention, and completion data to inform action
- Establish report parameters for disaggregated data with the new IR Director.
- Establish measurable objectives toward erasure of equity gaps and improving campus climate
- Finish the Inclusive Excellence Strategic Plan
- Have a big celebration on campus in November to announce new Land Acknowledgement Statement and increase awareness of DEI initiatives.
- Hold regular DEI meetings on campus
- Implement strategies to increase trust, belonging, transparency, and collaboration among staff and between the Colleges.



- Implement the Equity-Minded Teaching Academy
- Increase participation of faculty, staff and students in programing supported by the DEI committee, and include more students in creation and implementation of DEI initiatives.
- Increase participation on the IE Council
- Increase scaffolded professional development opportunities around equity and inclusion
- Institutionalizing the journey to true "serving-ness" as an Hispanic Serving Institution (HSI)
- Launch multiple Professional Development opportunities.
- Launch the DEI website as a hub of information. It will document upcoming events and resources for faculty, students, and staff.
- Offer additional cultural programs and workshops
- Utilize program-level data analysis and planning around DEI
- Review institutional policies/procedures/practices for negative/racist impact
- Review internal procedures and operational guidelines for equity and inclusiveness
- Finalize DAPs and choose three initiatives for the Council to continue working on and implement at the System Office.
- Welcome our new president and CEIO and support them in a successful transition





DEI Goals Faculty & Student Focused

Faculty & Staff Focused Goals

- Continue to diversify faculty and administration
- Continue to enhance the Faculty Equity Academy
- Engage more faculty and staff, both in terms of keeping them informed and getting their ideas and feedback
- Engage in year-two activities with Center for Urban Education (further development of Cohort 1; engagement with Cohort 2)
- Hire a Director of DEI
- Implement faculty and staff professional development opportunities through the AIM Grant
- Increase the percentage and total number of faculty from diverse racial and ethnic populations
- Onboard Executive Director of Diversity, Equity and Inclusion
- Provide professional development to E and I committee members
- Provide professional development for faculty and staff
- Provide avenues for employees to achieve a greater sense of belonging and validation both in the classroom and within work environments particularly for classified staff
- Provide DEI training with more focused tiers for those at the beginning stages of training and more advanced topics for those that have been doing DEI specific work for longer
- Provide training and support to faculty and staff on ways to improve DEI on campus and in the classroom
- Run multiple cohorts for the equity essentials professional development
- Solidify committee standing through the development of bylaws, having representation on other committees, and the recognition of committee members (for advocacy and credibility) so that more faculty, staff and students are aware of its presence and purpose
- Use the ApplicantPro platform to advertise open positions to a more diverse population

Student Focused Goals

- Advertise campus-wide and community activities around equity, including more student input and engagement
- Connect the daily student experience better to data and information necessary to support student success
- Develop a stream of scholarship opportunities for undocumented students
- Develop terms and definitions and write an equity statement
- Further develop/ support our student groups
- Encourage greater student participation in E&I Committee
- Host more student events and promote student stories and diversity
- Implement strategies to improve student success and close the equity gaps among students of color and other under-represented populations.
- Increase course and program success for all demographic groups with the help of increased tracking and analysis of disaggregated data. We are currently looking at trends and have identified some problem areas where we need to work on closing equity gaps within certain core courses
- Increase student engagement with our DEI work
- Increase the number of student success coaches and financial support for all students, particularly new low-income, first generation, and Federal Pell Grant eligible students
- Invite students to participate in multiple committees: DEI, IDEA, Cabinet, Advisory Committees, etc.
- Provide avenues for students to achieve a greater sense of belonging and validation both in the classroom and within the work environment
- Reach students outside of our service area and increase enrollment
- Create a Student Mentor Program

DEI

GOALS





Colorado Community College Online



“Everyone at CCCOnline is committed to creating an equitable and inclusive digitally-enhanced educational experience for students, faculty, and staff from all backgrounds and perspectives. We work collaboratively to cultivate a climate where differences and identities are valued as strengths and make meaningful efforts to remove barriers that negatively impact individuals from marginalized and historically oppressed communities.”

Tina J. Parscal, Ph.D.

Associate Vice Chancellor for
CCCOOnline and Academic Affairs



CCCOOnline 2021 Equity Goals

- Implement strategies to improve student success and close the equity gaps among students of color and other under-represented populations.
- Implement strategies to increase trust, belonging, transparency, and collaboration among CCCOnline staff and between CCCOnline and the Colleges.



Equity Accomplishments

- 1 | Established baseline demographic course completion rates. Shared information internally and externally including with the Presidents. Used that data to structure conversations about strategies to close equity gaps.
- 2 | Cross-functional teams at CCCOnline are meeting continuously to coordinate efforts for DEI and develop plans toward decreasing the student equity gap. The team is evaluating the current state of DEI for staff, instructors, and students and will develop a report to demonstrate tactical solutions. The Deans have developed a Call to Action template that aligns with the DEI Council's DIALED IN format. The template was recently reviewed by the CCCOnline Leadership and will be reviewed with managers in the coming month. The teams have been increasing student outreach, updating course shells with intentionally designed elements, and providing professional development opportunities around DEI.
- 3 | CCCOnline hired an Equity and Access Professional and a bi-lingual Spanish-language speaking Student Success Specialist to deepen our capacity to meet unique needs of students. We have added Spanish-language messages to our social media outreach.
- 4 | CCCOnline Strategic Management team is reading and discussing the book, *How to be Anti-Racist*.
- 5 | Tina Parscal, Kathy Sindt, and Brittany Dudek presented *Creating Equity-Based Online Learning* for the CCCS Excellence through Equity-Minded Teaching Virtual Symposium.
- 6 | CCCOnline hired our first Access and Equity Professional in Student Affairs, Tammy Vercauteren. This role works with our students needing accommodation and is leading several equity initiatives for staff including monthly anti-racist discussion
- 7 | CCCOnline's ID team performed a review of the Peralta Equity Rubric and is redefining it as a guideline for use at CCCOnline.
- 8 | We revised our student grade appeal process to now include a formal grade appeal committee consisting of academic and student advocates. This was done to ensure greater student representation and to provide students with an opportunity to present their concerns.
- 9 | CCCOnline completed our Diversity Action Plan.

- 9 | CCCOnline had all team members attend multiple DEI workshops/webinars.
- 10 | AVC and Dean of Academic Affairs are coordinating with VPAA's and AVC, SA/DEI to develop a 5-part webinar and workshop series with Kevin Kelly on creating welcoming and inclusive online and remote learning environments. First session will start in August 2021
- 11 | The 2020 Connect Conference had a focus on DEI. The Keynote speaker presented on humanizing the online learning environment.
- 12 | English courses were "decolonized" to focus on diverse voices and points of view.
- 13 | Liberal Studies Chair and instructors developed *Short Cuts*. This professional development course is designed for CCCOnline staff and instructors to discover and explore diversity, equity, and inclusion through reading and discussing literary works reflecting a multiplicity of voices. An optional writer's workshop is included in each module for those who wish to share their stories and perspectives or perhaps simply bear witness to the stories of their fellow participants.
- 14 | CCCOnline staff subscribed to the *Anti-Racism Daily Newsletter* and participate in monthly Anti-Racism Daily Newsletter Virtual Discussions.



Notable Undertaking

Our team has embraced DEI work individually and as departments throughout CCCOnline and within the broader CCCS community. There are many grass-roots conversations and projects happening throughout CCCOnline.



CCCOOnline Challenges

Now that we have established our baseline outcomes, the biggest challenge has been creating a unified DEI strategy that aligns and supports the CCCS DEI plan.



E & I Committee

John Small | Dean of Student Affairs, Represents CCCOnline on the System-wide Equity & Inclusion Council



Arapahoe Community College



ACC 2021 Equity Goals

- Finish the Inclusive Excellence Strategic Plan
- Implement the Equity-Minded Teaching Academy
- Continue the Equity Impact Assessment project with the Human Resources Department
- Increase student engagement with our DEI work



Notable Undertaking

We put the College Leadership Team through the first Equity Training Series. This is an 18-hour training program that addresses a variety of DEI topics including implicit bias, critical race theory, socialization, and disrupting systems of oppression.



Equity Accomplishments

- 1 | Identified baseline data from which to establish goals for closing our equity gaps and increasing success for retention, completion, and transfer
- 2 | Conducted a DEI campus climate survey and follow focus groups for students and employees
- 3 | Conducted a half-day introduction to Inclusive Pedagogy for academic deans, program chairs, and department chairs
- 4 | Created a Diversity and Global Learning Certificate for students
- 5 | Created the Equity-Minded Teaching Academy and will launch in Fall 2021 with program and department chairs
- 6 | Created and filled the Chief Inclusive Excellence Officer position
- 7 | Created five employee disability groups: Asian American and Pacific Islander, Black and African American, Employees with Disabilities, Latinx Faculty and Staff Association, and LGBTQ Employees
- 8 | The College Leadership team participated in the inaugural 18-hour Equity Training Series
- 9 | Nineteen Members from the Inclusive Excellence Council participated in the Equity Training Series
- 10 | The Human Resources Department began utilizing an Equity Assessment tool to view hiring and retention practices
- 11 | Created a leadership team for the Inclusive Excellence Council
- 12 | The Inclusive Excellence Council Leadership team began developing an Inclusive Excellence Strategic plan for the college

At ACC we strive to provide an environment for our students, employees, and community members that is based in inclusive excellence. We welcome and value people from all backgrounds and strive to provide equitable opportunities to help all feel comfortable, valued, and able to succeed in reaching their goals. This includes promoting and fostering an environment that supports open communication and the respectful exchange of ideas, opinions, and beliefs.

In order to walk our talk on DEI, we must do the work to become more self-aware of implicit biases, examine our own past experiences and upbringings, and seek to be more informed, educated, and mindful of the experiences and challenges of others who are different than ourselves. This work includes having the difficult conversations and engaging in activities that may make us uncomfortable, but ultimately can bring us closer together. It includes examining our policies, procedures, and practices through an equity lens so that they provide the same opportunities for all. It includes reviewing our programs, services, and data to ensure appropriate support structures for all to be successful.

In order to have meaning and to be successful in our continuous improvement toward an environment of equity-mindedness and inclusive excellence, the DEI efforts at ACC must be everyone's priority and all must engage.



ACC Challenges

- Providing the rationale for creating identity-based employee affinity groups to some groups of people who felt it was exclusionary.
- Rolling out the campus climate results in a virtual format didn't allow us to fully engage the campus as we would have liked to regarding the results and seeking their feedback.
- Finding a way to engage students in our efforts. We conducted follow-up focus groups to the campus climate survey but only had just over 20 students participate. This will need to be something we continue to work through with engaging students and creating Center for Inclusion and Belonging.
- Streamlining hiring practices to increase the racial diversity of our employees. There have been changes to the process but implementing it on a consistent basis has been a challenge. There is also a challenge with retaining ACC employees and giving them opportunities for advancement with making sure we're not just advancing those with privileged identities.



E & I Sub-Committee Chairs

Access & Equity | Brian Grewe and Lee Christopher

Diversity in the Formal and Informal Curriculum |

Lance Rubin & Courtney Kuntz

Campus Climate | Amanda Hardman & Karen Browning

Student Learning & Development Committee |

Lisa Christiansen & Allana Farley

HR Committee | Scott Guenther and Hope Jahlia



ACC Data Analysis



We identified baseline data from which to establish goals for closing our equity gaps and increasing success for retention, completion, & transfer for the next five years of ACC's new strategic plan.



For African American students we will:



- Increase retention by 3% each year, close retention equity gaps by 4% each year
- Increase completion rates by 2% each year and close the completion gap by 1% each year
- Increase retention rates by 1% each year and close transfer gap by 1% each year

For American Indian or Alaskan Native students we will:



- Increase retention by 5% each year and close the retention gap by 5% each year
- Increase completion and transfer rates by 1% each year and close transfer gap by 2% each year

For Hispanic/Latinx Students we will:

- Increase retention by 3% each year and close the retention equity gap by 2% each year
- We will increase completion and transfer by 1% each year and close completion and transfer equity gap by 1% each year

For Native Hawaiian students we will:



- Increase retention by 5% and close the retention gap by 1% each year
- Increase completion by 1% and close completion gap by 1% each year
- Increase transfer by 2% and close the transfer gap by 2% each year

For Multiracial students we will:

- Increase retention by 2% and close retention gap by 1% each year
- Increase completion by 1% and close completion gap by 1% each year
- Increase transfer by 2% and close transfer gap by 2% each year

For First Generation students we will:

- Increase retention by 1% and close retention gap by 2% each year



For Pell eligible students we will:

- Increase retention by 1% and close the retention gap by 3% each year



Increase transfer by 1% and close the transfer gap by 2% each year



Community College of Aurora



2021 CCA Equity Goals

- Increase participation on the IE Council
- Institutionalizing the journey to true servingness as an HSI
- Review institutional policies/procedures/practices for negative/racist impact
- Continue to diversify faculty and administration
- Welcome our new president and CEIO and support them in a successful transition



Notable Undertaking

Continuing the work during the pandemic year and in the absence of a College Equity Officer (held together by our IE Training Coordinator, our IE Leadership Team, and our IE Council).



Equity Accomplishments

- 1 | Kept professional development going (Equity in Instruction Leadership Academy, IE Champions training, programs through Department for Instructional Intervention & Support)
- 2 | Ongoing equity training with CCA Foundation Board throughout the year
- 3 | Participated in various webinars & professional development, captured material and shared out with college to access in the future
- 4 | Created and widely shared COVID-19 vaccine timeline/educational Sway on the history and horrors of the Medical Profession and Black and Brown bodies
- 5 | Black Lives Matter virtual timeline has reached almost 1,000 engaged viewers
- 6 | Participation in and facilitation of Reach/Pillsbury Theater Program for our whole College in our Professional Development Day
- 7 | Ongoing work of LGBTQIA+ Task Force, Undocu-Serving Task Force, HSI Committee, Retention Committee, Mapping Pathways project, and other committees
- 8 | Developed and facilitated a new training/cohort: Becoming Anti-Racist White Activists (BARWAG)
- 9 | Monthly calendars of multi-faith celebrations/events - also shared with CCCS E&I Council
- 10 | Dr. Gina Garcia joining our College for two keynotes, one assessment workshop, and a book distribution of ""HSIs in Practice"" to advance our HSI work
- 11 | Racial recalibration in Academic Affairs with Sara Blanchard-redefining equity statement for the division and informational interviews to build buy-in and vision
- 12 | We got to hold our face-to-face graduation celebrating our students!
- 13 | Lead a Voting is Foxy Initiative to increase student and community voter registration and empowerment of casting a vote for the 2020 elections and ballots



Faculty and staff at the college continued to be thoughtful about the impact of the multiple crises of the past year - health, financial, racial, political - on our students and each other. Mike Roderique, the Training Coordinator for our IE work, stepped up in June after CCA's College Equity Officer accepted a new position, and continued, along with his colleagues on the IE Leadership Team, to lead and facilitate this work. We did not know at the outset what equity looked like in an online environment, there were a number of issues and challenges to grapple with, and the learning continues. This past year has been a huge set-back for a large number of our students and we need to find ways to center them and this work as we return to campus. I think though, that what this year proved is that this work is central to who we are and what we do and will continue to be a priority no matter the circumstances. It also reminded us that there is still a lot more to learn.

CCA's President Quote



CCA Challenges

- Not completing the search for a new CEIO in a more timely way
- Impact of remote work on those who lacked technology or WiFi (students and employees) - getting them the technology & connectivity
- Impact of pandemic on personal wellbeing of students (see results of Real College Survey) and getting them help
- Getting funding to our students to provide personal and educational support
- Responding to racial and political violence
- Supporting students for whom remote learning did not work and trying to keep them in college
- Communicating effectively with students so they had the information, resources and support they needed
- Providing sufficient mental health resources
- Recognizing the impact on employees as well as students (for ex. Not receiving any pay increase as a result of the pandemic and challenges of working from home and schooling children at the same time)



E & I Committee Chairs

- Communications Chair** | Vacant
- Programming Chair** | Dani Diaz
- Assessment Chair** | Dan Lawrence
- Human Resources Chair** | Bob Calloway





Community College of Denver

CCD 2021 Equity Goals

- Onboarding Executive Director of Diversity, Equity and Inclusion
- Establishing measurable objectives toward erasure of equity gaps and improving campus climate
- Increasing scaffolded professional development opportunities around equity and inclusion
- Disseminating disaggregated student success, retention, and completion data to inform action
- Engagement in Year Two activities with Center for Urban Education (further development of Cohort 1; engagement with Cohort 2)

Equity Accomplishments

- 1 | After a CUE workshop on equity in job postings, all postings as of January 2021 are reviewed and revised from an equity lens, including review of job qualifications, to attract as diverse a candidate pool as possible. CCD also ensures all promotional opportunities are open to as wide an audience as possible
- 2 | All searches include 1-3 diversity, equity, and inclusion interview questions at every stage in the hiring process
- 3 | Human Resources has implemented a new employee check in program at 30, 60, and 90-days post hire to improve ability to address acclimation and identify gaps in the onboarding process
- 4 | Teaching Learning Center, HR, and Enrollment Administration and Student Success are collaborating on improving connectedness focus for employees and students in NEO, NFO, and NSO
- 5 | Implicit bias training is required for all search committees. Annual update to implicit bias training occurs to ensure continued relevance
- 6 | CCD's Institutional Research and Planning Office has created multiple reports and dashboards to provide disaggregated student success data to leadership, deans, chairs, and faculty
- 7 | CCD has improved its student complaint process and made access to the complaint form on the website much more easily navigable. CCD hired a fulltime Title IX/Civil Rights Investigator in order to provide more timely customer service.
- 8 | In addition to its HSI STEM Sirviendo grant which has funded several important equity initiatives this year, CCD received several smaller grants this year with an equity focus. The adoption of Single Stop for improved navigation of human service supports was a result of one of these grants
- 9 | Inclusive Excellence Leadership Team (IELT) developed a six-month long equity scaffolded professional development entitled Next Level Equity: Catalyst for Change. This PD is modeled after Move to End Violence's Racial Equity and Liberation Virtual Learning Series
- 10 | At CCD's Conversation Day, the college engaged in a 45-minute discussion of what it means to be an inclusive college as a precursor to the college's review and updating of its values
- 11 | At CCD's Conversation Day, the college engaged in a 45-minute discussion of what it means to be an inclusive college as a precursor to the college's review and updating of its values
- 12 | The Inclusive Excellence Council Leadership team began developing an Inclusive Excellence Strategic plan for the college



CCD President's Quote
I am proud of and grateful for the significant work of our students, staff, instructors, and faculty this past year in advancing efforts to erase equity gaps and improve campus climate. In particular, I applaud the efforts of members of our Inclusive Excellence Leadership Team in their promotion and development of professional development opportunities for our CCD community. I feel a strong foundation has been established for our incoming Executive Director of Diversity, Equity and Inclusion and look forward to further progress on our equity and inclusion goals in the coming year.

Notable Undertaking

We are most proud of our Inclusive Excellence Leadership Team and the work of its subcommittees this past year. IELT is made up of students, faculty, instructors, staff, and executive leadership from the college and the level of engagement and honest dialogue the team engaged in at its weekly meetings have helped set a framework for our soon-to-be-hired

CCD Challenges

- Provision of online/remote professional development to an entire instructional workforce
- Developing online work access for staff to engage with and support students.
- Innovation in ensuring students (and more students than ever before) had access to wraparound support services to combat food and housing insecurity and to tutoring.
- Student access
- Student success
- Student retention
- Issues with technology



E & I Committee

- Jamal Bowen** | First Year Experience Coordinator
- Sean Creedon** | Title IX/Civil Rights Investigator
- Patty Davies** | Executive Director Human Resources
- Megan Garedakis** | Instructor, History
- Taylor Hibbs** | Student, SGA Representative
- John Oleary** | Faculty, English
- Amanda O'Sullivan** | Instructor, English
- Ruthanne Orihuela** | Provost/VP Academic Affairs
- Lorraine Seals-Williams** | Student, SGA President
- Aziz Vahobov** | Instructor, Accounting





Colorado Northwestern Community College

Ron Granger, President CNCC



Over this last year we were able to get a DEI committee together and work more diligently on becoming a more diverse college. Colorado Northwestern Community College is in the northwest region of Colorado and the area itself is not very diverse. However, this committee worked diligently to bring equity and inclusion to the forefront of the minds of people in the area and at the college. They held trainings and seminars to help people better understand the meaning of diversity, equity, and inclusion. Although we were slowed down because of the pandemic, I feel we made a lot of progress in these three areas. All of our committee members were dedicated to DEI and because of their dedication, we have made strides in places we have not done before. This is an ongoing project, and we have just begun to scratch the surface of what we can do. I have confidence in this group and the rest of the employees at CNCC and now, as we keep working on this, diversity, equity, and inclusion will be a top priority for the college and the area.

CNCC 2021 Equity Goals

- Greater Student participation in E&I Committee
- Student Mentor Program Creation
- PD for E&I committee members
- Further develop/support our Student Groups

Notable Undertaking

Our institutions most celebrated DEI accomplishment would be the creating of the E&I committee and the DAP. CNCC has struggled to find committed long term representatives, so the creation of our committee and its action plan is a huge success at CNCC!

Equity Accomplishments

- 1 | Created the E&I Committee at CNCC
- 2 | Presidential sign off on commitment to diversity
- 3 | Created a lecture series on Equity and Incision Topics
- 4 | Created the Brave Space training series.
- 5 | Created student involvement projects with DEI Topics
- 6 | Created a DEI calendar and observation of holidays
- 7 | Staff email campaign sharing events, lectures, and all DEI topics
- 8 | E&I in the classroom committee was created
- 9 | E&I in the classroom started implementing *Excellence in the Classroom Trainings* to faculty participated in the Equity Training Series
- 10 | Student campaigns created
- 11 | E&I in the Classroom continued to work on developing a Community of Reflective Practice that will build a community of Teaching Excellence Fellows (1 Rangely/1 Craig) that will work observe faculty in their classrooms to help them with E/I in the classroom.
- 12 | Teaching Excellence Fellows completed a training through eCornell "Teaching in a Diverse Classroom" where they learned about DEI in the higher education classroom
- 13 | Completed a set of resources about developing an inclusive syllabus and E&I course design in D2L
- 14 | The committee will meet after Dr. Lisa Jones joins CNCC as president to discuss our plans for the Teaching Excellence Grant.



CNCC Challenges

- Once of the bigger challenges we faced this year was adequately distributing the work among the committee members. Because we are a new group, and starting this work from the beginning, we had lots of ambitious goals requiring a heavy time commitment amongst our members. This created fatigue and loss of project completion.
- Another change we faced at CNCC was some push back and lack of buy-in from our staff and faculty around the efforts of DEI
- We also faced a few challenges in the area of PD. Committee members often felt a sense of imposter syndrome when marketing and even leading DEI events and projects



E & I Committee Members

- Nick Cocozzella** | Director of Concurrent Education, CNCC EI Council Chair, E&I System Rep
- Lisa Krueger** | Assistant to the VPI
- Ashley Bryant** | Assistant Athletic Director/ Head Volleyball Coach
- Preslee Bunch** | Student Representative
- Lindsey Blake** | Director of Maintenance
- Maya Gallardo** | Advising & Retention Specialist
- Jen Rea** | Student Life Coordinator
- Jessica Kruger** | SOC & PSY Faculty Member
- Nicholas Swails** | HUM & HIS Faculty Member
- Jennifer Lamanski** | Math Faculty Member
- Jamie Carbone** | Nursing Faculty Member
- Angie Miller** | HR Director
- Eric Benedick** | Assistant Basketball Coach





Front Range Community College



2021 FRCC Equity Goals

- Develop terms and definitions and write an equity statement
- Develop and implement an Equity Plan for the college
- Continue to enhance the Faculty Equity Academy
- Run multiple cohorts for the equity essentials professional development
- Design and launch the FRCC DEI webpage



FRCC Equity Accomplishments

- 1 | Welcomed the College's first Executive Director, Equity and Inclusion (January 2021)
- 2 | Attended (35 faculty/staff and 32 instructors) the CCCS Excellence Through Equity-Minded Teaching Virtual Symposium (April 2021) to "develop an openness to new teaching practices by seeking points of connection and interaction with differing perspectives and harness the power of diversity as a source for creativity, innovation, and/or productive collaboration"
- 3 | Hosted Breaking Ice for 305 FRCC employees (January 2021).
- 4 | Facilitated *How to be an Antiracist* (Ibram X. Kendi) book reading and dialogue for 34 members of college leadership and 100 faculty and staff.
- 5 | Established college-wide Social Justice Campus, Assessment, Response, and Evaluation (CARE) team to conduct responsive programming and develop interventions to support students, faculty, and staff impacted by threats to social justice
- 6 | Developed a charter for a taskforce to lead the College's efforts to becoming a Hispanic-serving Institution and Facilitated *Becoming Hispanic-serving Institutions* (Dr. Gina Ann Garcia) book reading and dialogue for 26 college leaders (May 2021-June 2021)
- 7 | Ed adoption of Open Education Resources (OER) content that included culturally responsive content and images with grant funding, including \$50,000 in college funds and as a recipient of Colorado Department Higher Education grant funding for Early Childhood Education.
- 8 | Selected to participate in Equitable Pathways to Good Jobs (Aspen Institute Symposium, June 2021)
- 9 | Launched the inaugural Equity Academy in the spring of 2021 to support instructors and faculty to be more aware of biases and how to practice equity in classroom management, with the goal of closing equity gaps in areas of ethnicity, race, and gender. A cohort of 28 faculty and instructors participated



FRCC's President Quote

FRCC has made significant progress on its DEI work this year. We hired our first Equity Officer, launched our initial faculty equity academy, our staff equity essentials professional development series, and several events focused on students, and engaged over 100 college leaders and staff in reading and discussing "How to be an Anti-Racist." We have also started to empanel a task force to take us to HSI status and have engaged college leadership in reading and discussing "Becoming a Hispanic Serving Institution" by Dr. Gina Garcia. | President Dorsey

Upon completion of the Equity Academy, participants will recognize own cultural identity and biases as it applies to pedagogy; develop and utilize culturally inclusive course syllabus, lesson plans, and content; develop personal statement of diversity and share out with students, departments, college, and associations; and engage with Institutional Research to analyze and develop a plan to close equity gaps.

10 | Launched the inaugural Equity Essentials: Uniting the Wolf Pack in the spring of 2021 for staff. An initial cohort of 17 staff members participated in the six-part series facilitated by Nadia Ali, a member of an equity-based consulting service, Integrated Work. The training was presented via Zoom and the course materials and assignments were housed in a D2L shell.

11 | Hosted professional development for students (sponsored by the College's Equity, Inclusion and Diversity Council, student subcommittee) including *So, I'm right, right? A Virtual Workshop on Understanding Different Perspectives* (Lauren Reitsema, Vice President of The Center for Relationship Education) and *Neurodiversity in College: Voices from Students on the Autism Spectrum*.

12 | Provided college representation on the CCCS Law Enforcement Taskforce (curriculum and stakeholders subcommittees). FRCC's Law Enforcement Academy curriculum was enhanced to include content to address ethics and anti-biased policing, implicit bias, bias-motivated hate crimes, community policing, risk assessment response, mental health first aid, and Alzheimer's Association Training for First Responders. The curriculum enhancements exceed POST requirements.

13 | Engaging the members of the College's Equity, Inclusion, and Diversity Council in developing a language framework, including definitions (general definitions, actions, systems of power and oppression, and markers of identity), that will contribute to an updated Philosophy of Inclusion, equity statement (expected completion: Sept. 2021), and college-wide equity plan.

14 | Implemented fourth annual 2021 National Alliance for Partnerships in Equity Workshop (February - March 2021) providing 124 Career and Technical Education faculty, instructors, and staff virtual equity professional development Perkins-grant funded.



FRCC Notable Undertaking

FRCC is most proud that the Equity Diversity and Inclusion Council represented the college and had their voices heard when requesting that the college create and hire for the position of Executive Director of Equity and Inclusion. The Executive Director of Equity and Inclusion started at the college in January 2021.



FRCC E & I Committee

- **Abenicio Rael** | Executive Director, (Equity Officer)
- **Jean Runyon** | Vice President Larimer Campus, EIDC Chair
- **Elena Sandoval-Lucero** | Vice President Boulder County Campus, EIDC and Community Subcommittee Chair
- **Liz Griswold** | Staff Subcommittee Chair
- **Kathryn Skulley** | Faculty Subcommittee Chair
- **Dion Duran** | Student Subcommittee Chair



FRCC Challenges

- Providing the rationale for creating identity-based employee affinity groups to some groups of people who felt it was exclusionary.
- Rolling out the campus climate results in a virtual format didn't allow us to fully engage the campus as we would have liked to regarding the results and seeking their feedback.
- Finding a way to engage students in our efforts. We conducted follow-up focus groups to the campus climate survey but only had just over 20 students participate. This will need to be something we continue to work through with engaging students and creating Center for Inclusion and Belonging.
- Streamlining hiring practices to increase the racial diversity of our employees. There have been changes to the process but implementing it on a consistent basis has been a challenge. There is also a challenge with retaining ACC employees and giving them opportunities for advancement with making sure we're not just advancing those with privileged identities.



Lamar Community College



LCC Equity Accomplishments

- 1 | Spring 2021 developed a professional video featuring LCC's African American and Black students to share with LCC's community. Interest for this project developed from a listening session with African American and Black students.
- 2 | Spring 2021 shared with all-campus employees the celebration of The Day of Dialogue - Proclamation of Education Equity Day.
- 3 | Spring 2021 shared with all-campus employees an invitation to attend an hour long presentation and thirty minute question and answer session with author and speaker, Tim Wise. A follow up survey was conducted to learn and understand the response to this presentation in the context of racial inequities, and to better understand LCC's climate.
- 4 | Fall 2020 President's Leadership Council reviews and provides feedback to LCC's Diversity Action Plan.
- 5 | Fall 2020 President's Leadership Council is invited to attend a virtual production of Pillsbury House Theatre, Breaking Ice.
- 6 | Fall 2020 faculty implement new teaching and learning practices in response to work completed with culturally responsive mini grants.
- 7 | Summer 2020 President's Leadership Council Virtual Retreat features sessions: 1) What does it mean to be an "Anti-Hate, Anti-Bias, Anti-Racist" College, and 2) Caring Culture and Lopes Care.
- 8 | College leadership is engaging staff and faculty, and they are thinking and talking about diversity, equity and inclusion - this topic is much more visible on our campus



Notable Undertaking

There is not one thing. Rather, we are proud of the persistent, consistent, and ongoing steps of our DEI journey. Some of our steps were small, some were large, and some were missteps. Each has made a difference and continued to move us forward. College leadership is engaging faculty and staff, and they are thinking and talking about diversity, equity, and inclusion - this topic is much more visible on our campus.



LCC President's Quote

LCC has a long and proud history of welcoming students from across the state, country, and world. In doing so we recognize and value students from across all races, ethnicities, genders, sexual orientations socio-economic statuses, religions, abilities, and ages. Our small size provides the opportunity to know our students as individuals. We believe we treat all students equitably, but we also know there is still much we can learn and understand about the issues students and their families have faced. We also know every single human being has implicit bias and stereotypes about other groups and individuals. Much of the work we've done in the last year has been focused on helping us become aware of our own beliefs while creating an even more inclusive environment for students and employees.

Recent events across the country serve to remind us of the importance of this work. We know it is not enough to be a college where hate and bias and racism are not tolerated. We continue to commit to being anti-hate, anti-bias, and anti-racist so that all students and employees are able to learn and work in a climate of trust, acceptance, inclusion, and respect. Because we are a college that sees the individual goodness in each other and our students, I know this work will be successful.

We have some great accomplishments to celebrate and much more work to do. Go Lopes!
Linda Lujan, Ph.D.

Go
Lopes!



LCC Challenges

The biggest challenge to DEI work this year is the re-direction of college activities and priorities in response to COVID-19.

The pace of LCC's DEI work has been too slow for some and too fast for others. We continue to seek the right balance and cadence.

Challenge Three: Engaging our communities in this work. Some students report feeling unsafe or undervalued when they leave campus and spend time in our communities.



E & I Committee

Dr. Linda Lujan | LCC President

Dr. Lisa Schlotterhausen | Vice President of Academic and Student Services

Chad DeBono | Vice President of Administrative Services and Institutional Effectiveness

Dr. Annessa Stagner Stulp | Dean of Instruction

Theresa Turner | Dean of Instruction

Shelly Tomblison | HR Director and EEO Compliance Officer

Robert Vazquez | IT Director and LCC Representative to CCCS Diversity Council

Kelli Gaines | Title III Director

Dr. Rosalind Smith | MAP Center Director

Pat Christensen | Director of Residence/Student Life and Advisor to SGA

Susan Frankel | Lopes Cares Coordinator





Morgan Community College

Dr. Curt Freed, President

Morgan Community College's work on diversity, equity, and inclusion continues to become more refined each year. Work over the past year, despite the pandemic, has continued to engage even more faculty, staff, and students in DEI conversations across the institution. The "ACCESS" Team (Advancing a College Culture of Equity for Student Success) began offering regular "water cooler conversations," inviting all employees to participate in planned professional development followed by an engaging and reflective discussion among participants. The student body has grown a multicultural club and a pride club into being the college's strongest student-led clubs in recent history. The faculty have developed a rich resource of inclusive teaching materials available for all faculty to use in their classes. The future DEI work at the college will continue to expand the reach to engage all faculty and staff in employing ways to promote DEI through their work, and to continue fostering broad adoption of DEI strategies by all employees. The college's 2021-2022 annual work plan will provide more focus on equity gaps and meaningful actions to close them.



2021 MCC Equity Goals

- Provide training and support to faculty and staff on ways to improve DEI on campus and in the classroom
- Develop a stream of scholarship opportunities for undocumented students
- Connect the daily experience of MCC better to data and information necessary to support student success



MCC Equity Accomplishments

- 1 | Enrolled 38 students in the Multicultural Entrepreneurship Program, a program that provides direct instruction in the student's native language of Spanish, Somali, French, and Arabic.
- 2 | Hired student success coaches through Title V to increase services to underrepresented students.
- 3 | Developed an inclusive pedagogy library as a result of faculty work groups researching and engaging on the topic of improving the educational experience for diverse students.
- 4 | Implemented a Supplemental Instruction model to support student learning and success.
- 5 | Provided enhanced tutoring services and support with an Academic Success Coordinator.
- 6 | Launched the Return to Earn program to reengage students who left without a certificate or a degree.
- 7 | Launched College Council, including student representatives/leaders to increase communication and shared governance.
- 8 | Multicultural Club and Pride Club (LGBTQ+) are the strongest clubs at the college.
- 9 | Provided support to students through COVID-19 with basic needs, technology support, and mental health support.
- 10 | Held monthly ACCESS meetings with representatives from across the college to plan and implement DEI activities.
- 11 | Held monthly "water cooler conversations" focused on specific topics like micro-aggressions. Conversations were well attended.
- 12 | Faculty regularly held activities that promoted and celebrated the diversity of our students.
- 13 | Eliminated language as a barrier for students in the multicultural entrepreneurship program.



Notable Undertaking

One thing would be getting the College Leadership team through the first Equity Training Series. This is an 18-hour training program that addresses a variety of DEI topics including implicit bias, critical race theory, socialization, and disrupting systems of oppression.



MCC Challenges

The biggest focus has been on managing remote work/learn environments, and dealing with COVID-19 exposures and quarantines. That took precedence to almost any other work at the college.



MCC E & I ACCESS Team

ACCESS Team (Advancing a College Culture of Equity for Student Success)

- Bigalk, Roberta | Cardenas, Maria | Carrera, Charlene | Castaneda, DeAnna | Clough, Susan | Crandall, Shelli | DeLung, Jim | Freed, Curt | Frisbie, Kathy | Gonzales-Vondy, Ariella | Guardado, Sofia | Lee, Jay | Maxwell, Kim | Michel, Brady | Mophew, Louie | Norton, Steven | Olivo, Christiane | Overturf, Kellie | Purves, Dianne | Rhoades, Valerie | Schincke, Robbin | Scholes, Scott | Stolz, Luke | Tranter, Michael | Valdez, Brenda |





Northeastern Junior College



2021 NJC Equity Goals

- Marketing: Reach students outside of our service area and increase enrollment.
- Use the ApplicantPro platform to advertise open positions to a more diverse population.
- Provide DEI training with more focused tiers for those at the beginning stages of training and more advanced topics for those that have been doing DEI specific work for longer.
- Host more student events and promote student stories (diversity).



NJC Equity Accomplishments

- Held annual review of the Strategic Enrollment Management Plan (SERM).
- Hired a director of communications which increased our outreach greatly. We have been able to advertise in Spanish for programs that support ESL students.
- Human Resources developed an affirmative action plan.
- Northeastern joined the All In Challenge (strengthening American democracy).
- Student Services department employees participated in a variety of trainings offered by the Student Services conference group.
- Professional development opportunities were shared regularly and an in-service presentation is planned for Fall 2021.
- COSI has funded a Spanish Speaking translator for Yuma Campus registration days.
- Northeastern nominated a diverse group of students to receive SSAC awards (Rising Star, Inclusive Excellence Champion).
- Engagement with the Yuma campus has been greatly increased. There are been multiple events held on the campus as well as a student registration day with another day planned for the summer 2021.
- MLC and Student Success Center staff (including professional tutors) attended Academic Coach training.
- Student Success Seminar was offered to all new students.
- CCSSE survey was administered Spring 2021.
- Equity in Mental Health Framework (JED foundation grant/support). Northeastern is the first community college in Colorado to join and implement the EMHF. We purchased a mental health app accessible to all students.
- Northeastern has been able to provide a great deal of personal attention to students despite the remote learning setting. Individual contacts have increased with the use of Navigate, texting and webex/zoom. Northeastern has always been proud of the relationship that faculty and staff have built with students. This year we have been able to have mostly in-person classes and have been able to host student events on campus. We anticipate that this will be reflected in our data showing positive student success measures like GPA, retention and graduation of all students, but particularly students of color. We will have this data to share soon.



NJC's Statement

Northeastern has had a very successful year despite all of the challenges of COVID. Where we excel is the personal stories of success that our diverse body of students have. Where we lack is out documentation and data to show this. We feel that if you asked students for narrative feedback they would express that they largely feel welcomed, supported and included. We continue to look at the hard data as we move forward. In the upcoming year there will be an increased focus on the Latinx population of our service area. This group of individuals contributes greatly to our community and with the RISE grant we hope to be able to make a significant impact on these individuals as students at Northeastern.



Notable Undertaking

Northeastern has been able to provide a great deal of personal attention to students despite the remote learning setting. Individual contacts have increased with the use of Navigate, texting and webex/zoom. Northeastern has always been proud of the relationship that faculty and staff have built with students. This year we have been able to have mostly in-person classes and have been able to host student events on campus. We anticipate that this will be reflected in our data showing positive student success measures like GPA, retention and graduation of all students, but particularly students of color. We will have this data to share soon.



NJC Challenges

- Capacity has been our biggest challenge. This year has been very difficult overall and all employees have had to make changes to their normal work. The amount of added work that must be prioritized just to keep the college operating has taken away time for other things. For example; Northeastern was prepared for about 70 individuals to participate in completion of the Equity Toolkit. We had initial meetings to begin this project but have since had to delay this because COVID took precedence. We are planning on kick starting this again in the fall.
- Enrollment. This has been a challenge for Northeastern, especially this year. Due to lower enrollment our budget has also been affected. Many grant funded projects were still able to be completed but a lot of other expenses had to be put on hold. This includes things like the signage project. We wanted to have signage in additional languages installed. This is still a project we have planned but we were not able to complete it this year.
- Although we have recently made progress in hiring a more diverse staff and faculty this is still an area we struggle in. It is hard to broaden our search and give qualified candidates additional reasons to move to our small rural community.



NJC E & I Committee

- Brianna Bade | Cindy Carey | Gerardo Chavez |
 Celeste Delgado | Jeri Estrada | Kodi Johnson | Shelby
 Nichols | Timothy Stahley | Sarah Stone-Robinson |
 Catheryne Trenkle | Eddie Trenkle | Mike Vair | Tacy Yahn |



**Otero
College**



2021 OC Equity Goals

- Hold regular EDI meetings on campus
- Implement faculty and staff professional development opportunities through the AIM Grant
- Offer additional cultural programs and workshops



Equity Accomplishments

- 1 | Hailey Wold and Shawn Japhet presented a workshop for CCCS on best practices in advising during a pandemic. There was a section dedicated to working with students with disabilities
- 2 | OJC received an OER grant to further develop OERs on campus to make education more accessible to our students by reducing the cost of textbooks and course materials. Hailey Wold and Dol Khanal led a training for faculty on OERs and 33 faculty members attended
- 3 | The AIM Grant is sending three faculty members to the ESCALA training this summer for professional development.
- 4 | 19 faculty members attended the Equity Symposium
- 5 | The Learning Commons offered six cultural events or programs geared towards diversity and inclusion, including the showing of Harriet followed by a group discussion, and a variety of passive programs in the Learning Commons related to Hispanic Heritage Month, Black History Month, and Women's History Month
- 6 | Our Diversity Action Plan was submitted
- 7 | We developed our DAP



Notable Undertaking

One thing would be getting the College Leadership team through the first Equity Training Series. This is an 18-hour training program that addresses a variety of DEI topics including implicit bias, critical race theory, socialization, and disrupting systems of oppression.



OC Challenges

- Leadership and staff turnover: former Chair of DEI is no longer employed at OJC, nor is Dr. Lockhart. We have a new VP of Academic and Student Affairs, a new AVP of Enrollment Management and Marketing, and a new Human Resources Director
- Working off campus and trying to juggle our other responsibilities
- Fewer students on campus



E & I Committee

**Hailey Wold | Shawn Japhet | Julie McClure | Frida Beyerl |
Kelsey Barbee | Todd Werner | Maureen Rikhof | Chelsea Herasingh**





Pueblo Community College



2021 PCC Goals

- o Hire a Director of DEI.
- o Invite students to participate in multiple committees: DEI, IDEA, Cabinet, Advisory Committees, etc.
- o Establish report parameters for disaggregated data with the new IR Director.
- o Have a big celebration on campus in November to announce PCC's Land Acknowledgement Statement and increase awareness of DEI initiatives.
- o Launch the DEI website as a hub of information. It will document upcoming events and resources for faculty, students, and staff. Launch multiple Professional Development opportunities.



Equity Accomplishments

- 1 | A job description was developed for the Director of Diversity, Equity, and Inclusion which will be announced upon approval of the budget for AY 21-22. This is a critical strategy to advance DEI work at PCC. Although there are currently two committees addressing strategies, it is difficult to move some initiatives without someone whose sole responsibility is to address DEI advancement. A copy of the announcement is attached.
- 2 | Multiple DEI activities were marketed to faculty, students, and staff through PCC Communications. This is an email sent to the campus community from the Marketing Department. Academic Deans encouraged attendance by sending an additional email to faculty and staff about any events. Events included those sponsored by CCCS, CDHE, and Global MindED.
- 3 | A compilation of resources have been stored for the development of the website. The website launch has been delayed by one semester and will occur in the summer 2021 semester.
- 4 | Several initiatives are being explored to impact recruitment, retention, and completion of underrepresented student populations to address the severe achievement gap in Colorado. This includes multiple modalities of educational delivery, PLA, apprenticeships, capturing citizens who have never graduated from HS. Funding options and programming are being developed.
- 5 | The Human Resources Office is requiring that job descriptions for rehires, as well as new positions, are developed with an equity lens. APT and faculty job templates were updated to include DEI verbiage. Minimum qualifications were also reviewed to promote a broader, more diverse, pool of candidates. This year two leadership positions were announced, the Dean of Arts & Sciences, and the Dean of Health and Public Safety. The revised announcements yielded a pools of 54% and 40% diverse candidates, respectively. Previously, these pools had approximately 20% diverse candidates. The Faculty Job Description Template and the Dean of Arts & Sciences Job Description are attached.
- 6 | The President has requested that all reports contain disaggregated data, particularly those associated with student success indicators. This includes enrollment, retention, and completion rates of academic programs. Areas of weakness should be addressed in 5 Year Plan or Advisory Work Goals. An example of Welding data is attached.
- 7 | The IDEA Committee (Inclusion, Diversity, Equity, and Access) has been charged with the organization of DEI events, activities, and communications. They distribute a newsletter to students, staff, faculty, and instructors via email, from PCC Communications.



- Dr. Patty Erjavec, PCC President

“ I am pleased with the collective momentum and multiple conversations that have taken place here at Pueblo Community College over the past year around the need to pivot the emphasis of all we do to be more intentional and inclusive of all. I now look forward to what is yet to come as we work to put words into action for both our employees and students.” Dr. Patty Erjavec

- 8 | President Erjavec enthusiastically signed PCC's support of the recommendations and action items outlined in the Educational Equity Report, revealed on Educational Equity Day. She has also emailed the college, posted commentaries to all about importance of DEI work, and has continuously updated all PCC employees in her weekly meetings. Her messages have been consistent and continuous.
- 9 | The HR Office has reviewed all DEI trainings that have been downloaded into D2L shells by CCCS for a fall launch. The trainings will be incorporated into onboarding and will be mandatory compliance trainings for all staff.
- 10 | With COVID, there were some layoffs. Although these resulted in a 12% decrease in workforce, it only resulted in a decrease of 1% in diversity of the workforce.
- 11 | HR has developed reports examining the PCC turnover rate and promotions. This year's report will be run in the summer.
- 12 | Conversation Days were held on all campuses. This is an environment where all employees are invited to attend and freely, anonymously discuss topics pertinent to the college. The topic was ""How do you envision the PCC of the future?"" A summary of the discussions is uploaded. DEI was discussed. Additional topics are aligned with recommendations in the Educational Equity Report. The data collected was soft data but still data.
- 13 | Climate Survey Data was carefully assessed and measures have been established for Quality Improvement. The Climate Survey results are attached for instructors, staff, and faculty. As an institution, we fared well. Interestingly enough, the same items appeared as unfavorable but only by a small margin. The hope is that the mandatory DEI trainings and the development of faculty/instructor training through the Teaching Excellence Grant will improve buy-in.
- 14 | National and state data has indicated that COVID19 impacts BIPOC and low socio-economic students the hardest. PCC awarded \$1.82 M in CARES ACT funding and \$1.7M in CRRSSA funds.
- 15 | PCC has had a consistent consulting presence with the Equity Champions Coalition, the Policy Fellows working with the Office of Equity at CDHE, and CCCS committees. The Co-Chair for the DEI Committee has contributed to the Educational Equity Report, the Policy Fellow Recommendations to the State Higher Education Executive Officers Association (SHEEO), the development of the Equity Toolkit, and the job description for CDHE's Equity Officer.
- 16 | The one thing our institution is most proud of, is the level of participation and enthusiasm about Diversity, Equity, and Inclusion. There are some individuals that don't feel this should be addressed at all in an educational institution. There are others who feel that the goals and strategies are not strong enough. What we do know is that every department on campus is supportive of Diversity, Equity, and Inclusion work at PCC. We definitely do not have 100% buy-in, but the majority of individuals are supportive. This past year has been one of candid conversation, honesty, hostility, defensiveness, and above all growth. At the end of this academic year, the resounding message is that PCC fully embraces Diversity, Equity, and Inclusion initiatives and strategies. In spite of the year we've had this is cause for celebration and the majority of us relish in that





PCC DE & I & IDEA Committee

Membership of the Diversity, Equity, and Inclusion Committee:

Maria de la Cruz | APT Co-Chair

Tina Sandoval | Faculty Co-Chair

Ann Oreskovich | Liaison to the IDEA Committee, Fine Arts Dept. Chair

Andrea Shepard, Secretary | Recruitment Specialist

Ken Nufer, Member | Chief HR Officer

Dr. Sam Dosumu | Member, Executive Dean of the SW Campus | **Jennifer**

Geitner | Member, Occupational Therapy Assistant Coordinator/Faculty

Jennifer Hayden | Member, Assistant to the Chief Academic Officer

Nancy Zimmer | Member, Pueblo Corporate College Coord. of Operations

Mary Satre | Member, Nursing Coordinator/Faculty

Jeannie "Beth" Almanza | Member, Radiologic Technology Coord. / Faculty

Genevieve Hackney Member | Nursing Faculty

Heather Houk | Member, Agriculture Coordinator, Housed at the SW Campus

IDEA Committee (Inclusion, Diversity, Equity, and Access).

Julie Jimenez | Chair, Assistant to the President

Dr. Sam Dosumu | Member, Executive Dean of the SW Campus

Jennifer Hayden | Member, Assistant to the Chief Academic Officer

Ann Oreskovich | Liaison to the DEI Committee, Fine Arts Dept. Chair

Aaron Lucero | Member, TRIO Student Support Services

Duemece Aragon | Member, PCC Testing Center Manager

Carlee Bradford | Member, Link Success Coach

Mary Cristelli | Member, Wellness & Recreation

Jacob Farmer | Member, Mathematics Instructor

Bianca Flores | Member, Admissions and Records

Vernon James | Member, Dean of Students

Chris Javornik | Member, TRIO Upward Bound Math-Science

Melissa Santistevan | Member, Assistant to the Executive Dean of the SW Campus

Lisa Stiner | Member, Dental Hygiene Department

Rebecca Wasil | Member, Disability Resource Center

Rich Keilholtz | Member, Faculty Council President



PCC Challenges

- The greatest challenge has been that there is not a position dedicated to the advancement of Diversity, Equity, and Inclusion. Although there are dedicated, passionate individuals sitting on committees, the workload to advance these initiatives requires a full time position to implement research-based best practices.
- COVID, of course was a significant challenge. Instructors and faculty were trying to get trained in remote and alternative educational delivery methods. Students, on the other hand, were concerned with basic fundamental needs.
- PCC did not have a Director of Institutional Research until very recently. This made it difficult to request disaggregated data for programs, employees, students, etc. We fully expect this issue to be rectified quickly.
- PCC is in the process of launching a new website. This caused a slight delay in launching the Diversity, Equity, and Inclusion webpage which will happen this summer.
- There have been significant delays in the Program Approval process and the new e-platform. We understand this is a monumental project affecting all CTE programs from Middle School through postsecondary in Colorado. We also understand that there are significant coding issues because the data dumps from the old system to the new system have created
- With COVID, the Teaching Excellence Grant was delayed by a year. This grant was going to be a foundational cornerstone for faculty professional development around Diversity, Equity, and Inclusion.
- We haven't had the opportunity to engage in candid face to face conversations or events, with faculty or students. Virtual events are also effective but there is an emotional value when people gather to address difficult societal concerns.
- Students were not as engaged because they were not on campus.





Pikes Peak Community College

PPCC's President Quote

Dr. Bolton stated in an email message that he sent to the college in February 2021 that, "The authors pay particularly close attention to the concept of inclusion, defining it separately from diversity and documenting its importance for an organization. They note that "at its highest point inclusion is expressed as feeling confident and inspired". They also provide documented research showing increasing feelings of inclusion result in dramatic and measurable increases in an organizational: team performance, decision-making quality, and collaboration". We, PPCC, can thrive and be our best when ALL members of our team experience a sense of inclusion: liberals and conservatives, black, Hispanic, white, Native American, or Asian. Together, we have the power every day to create or undermine a sense of inclusion for our peers. Sometimes what makes a difference are big things like State-level or CCCS policies, more often it is the small things in our workplaces that contribute to, or undermine a person's sense of belonging - inclusion."



2021 PPCC Equity Goals

- Finish the Inclusive Excellence Strategic Plan
- Implement the Equity-Minded Teaching Academy
- Continue the Equity Impact Assessment project with the Human Resources Department
- Increase student engagement with our DEI work



Equity Accomplishments

- 1 | Instructional Services finalized a division-wide Equity Plan in May 2021
- 2 | PPCC received a third consecutive Higher Education Excellence in Diversity Award in August 2020
- 3 | The Equity and Inclusion Council hosted two symposiums on antiracism with a combined total of over 250 people in attendance along with a series of discussions on antiracism including a review of the book [How to be an antiracist](#), by Dr. Ibram X. Kendi
- 4 | PPCC hosted four Courageous Campus Conversations, ten cultural awareness events, several Global Village Roundtable discussions, eight DEI 101 workshops, two Real Talk Women's Forums, 6 Cultural Engaging and Campus Environments and the 5th Annual DEI Awards in April 2021 along with collaborating in several external events and forums all in virtual environments
- 5 | Instructional Services is hoping to complete the process of hiring two Diverse Faculty Fellows in Music and Sociology in May 2021. The Diverse Faculty Fellowship Program seeks to promote the recruitment and retention of a diverse faculty at PPCC. The program does this by advancing the careers of individuals who themselves have been part of underrepresented or underserved communities and are committed to advancing equitable education for members of these communities
- 6 | The Pikes Peak Community College Foundation was awarded a Colorado Opportunity Scholarship Initiative Community Partner Program 4-Year Grant beginning July 2020 worth \$684,000. The grant was created to support postsecondary student support service programs that work to increase student retention and completion rates at the postsecondary level.
- 7 | PPCC was awarded the 2021-2022 Military Friendly® Schools bronze distinction in February 2021. The bronze distinction is for colleges with exceptional military and veteran programs
- 8 | The Child Development Center was selected to participate in the University of Colorado Denver Center for Inclusive Design and Engineering (CIDE) Preschool Development Grant: Inclusion & Universal Design Project in May 2021.
- 9 | The Marketing and Communications Department received an American Advertising Federal Colorado Springs 2020 Addy Mosaic Award in March 2021. This award recognizes work that promotes diversity and inclusion. PPCC won for a video spot featuring the Jaramillo family
- 10 | PPCC's Police Academy, Equity and Inclusion Council members, and the Marketing and Communications Department collaborated on the Empathy Project, a new initiative using virtual reality to put future officers in the shoes of citizens during police encounters, during the 2020-2021 Academic Year

- 11 | The Enrollment Management Team designed and delivered a 24/7, online orientation program that introduces first generation students to the higher education experience, and processes, policies and support services available at PPCC.
- 12 | The Department of Military & Veterans Programs announced the adoption of the MilCap Scholarship, a new initiative that ensures active duty military students who use Tuition Assistance funding and enroll in traditional online classes will not have an out-of-pocket tuition expense. The State Board for Community Colleges and Occupational Education voted in April 2021 to approve the military tuition rate for online classes so that it matches the online tuition rate as a result of PPCC's efforts to address this issue
- 13 | The USC Rossier Center for Urban Education (CUE) has worked to bring equity-mindedness to institutions of higher education through socially conscious research, tools and learning institutes. CUE empowers practitioners to act as agents of change, enabling them to be critically race conscious as they respond to changing demographics in our educational systems.
- 14 | Instructional Services successfully administered a third cohort for the Equity Project during the 2020-2021 Academic Year. The cohort included 9 faculty, 11 instructors (part-time), and an associate dean
- 15 | The Student Life office hosted Your Voice has Power Poetry Slam in April 2021 to commemorate Sexual Harassment/Assault Awareness Month. Participants were given an opportunity to perform a poem with theme during the open mic portion of the event to enter a chance to win one of for \$150 scholarships for Spring 2021





16 | Effective use of the Federal CARES Act funds to maintain our level of support for student success across demographics and employee's high level of satisfaction with the campus DEI effort despite operating in remote working and learning environments during the pandemic.

17 | Students across all demographics who received Federal CARES Act funds persisted at a higher percentage rate than students who did not receive the financial support.

18 | By using virtual platforms including Facebook Live, Zoom Video Conference, and WebEx Events along with in-class and co-curricular activities and assignments that our faculty and instructors provided for students, our ability to address DEI related subject matter was not hampered after we transitioned into remote learning and working environments.

19 | The results of the spring 2021 CCCS Employee Climate Survey displayed major increases across all employee groups in the percentage of participants who "saw leadership support of the institution's value of diversity, equity and inclusion" when compared to the 2016 and 2018 data.

20 | When asked if "I am aware of my institution's diversity, equity, and inclusion strategic initiatives" and "I see strong leadership support of the institution's value of diversity, equity, and inclusion, PPCC scored 7% higher with employees who either agreed or strongly agreed in comparison to similar institutions in the system. PPCC also scored 8% higher with employees who either agreed or strongly agreed when compared to similar institutions in the system when asked if "my institution has taken steps to help employees develop their self-awareness, knowledge and, skills to leverage diversity, equity, and inclusion."



PPCC Challenges

- The loss of students across demographics who either dropped out or stopped out after PPCC went into a remote learning environment in March 2020.
- The difficulty of establishing and maintaining meaningful relationships with students, colleagues, and the community while operating in a remote work environment. We tend to be more transactional and less relational, and it effected our ability to create a sense of connection and belonging.
- Trying to address racial injustice and inequity in the wake of the George Floyd tragedy while, at the same time, operating college functions in a remote learning and work environments during a pandemic.



PIKES PEAK
COMMUNITY COLLEGE

During the 2020-2021 Academic Year, President Lance Bolton devoted a portion of his two college addresses and sent out several college email messages that challenged PPCC stakeholders to review all of our policies, practices, and procedures with an equity lens to demonstrate that the college is striving to become an antiracist institution. In the spring 2021, Dr. Bolton hosted a series of listening sessions to gather feedback from PPCC stakeholders on how we can create a greater sense of belonging for everyone on campus regardless of their cultural identity. Dr. Bolton shared an article written by Juliet Bourke (2021) titled, "The diversity and inclusion revolution: Eight powerful truths". Dr. Bolton reflected on the things he took away from the article that he wanted to use as talking points during the listening tours. Finally, Dr. Bolton administered some major changes to the employee search and screen process. Dr. Bolton reviews all finalists who are recommended for faculty and upper level administrative positions. Hiring managers and chairs for search and screen committees must demonstrate that they gave a good faith effort to recruit and interview candidates from diverse gender, racial, and ethnic populations or Dr. Bolton may use his authority to fail a search and screen process.



Notable Undertaking

One thing would be getting the College Leadership team through the first Equity Training Series. This is an 18-hour training program that addresses a variety of DEI topics including implicit bias, critical race theory, socialization, and disrupting systems of oppression.



E & I Committee

- Dr. Regina Lewis** | Special Assistant to the President for Academic Excellence and Inclusion. Co-Chair
- Keith R. Barnes** | Executive Director for Diversity, Equity, and Inclusion, Co-Chair
- Lance Bolton** | President and Ex-Officio member
- Joe Southcott** | Dean of Math and English
- Ben Gallegos-Pardo** | Coordination for DEI Programs and Community Relations|
- Ashlee Dutton** | Manager of Advancement and Leadership Advancement and Coordinator of the DEI Digital Badge
- Karen Summerson** | Math Associate Professor, Director of the Center for Excellence in Teaching and Learning and Co-Coordinator for the USC Center for Urban Education Equity Project
- Kim Hennessy** | Assistant Director of Human Resource Services
- Valerie Newcomb** | Civil Rights and HRS Investigator
- Shanutel Lawrence** | Administrative Assistant II
- Kathy Sturdevant** | History Professor
- Tamara Cannafax** | Marketing Project Manager
- Jo Ellen Becco** | English Faculty and Co-Director of High Impact Practices
- Robin Schofield** | English Associate Professor and Co-Director of High Impact Practices
- Sarah Kitonsa** | Scholarship Foundation Coordinator
- Janet Nace** | Associate Dean of High School Programs and Instructor
- Marcy Olague-Jamaica** | Bilingual Recruitment and Admissions Specialist
- Amner Carmona Molina** | Coordinator of Student Support and Early Alert Initiatives
- Fran Velasquez** | Administrative Assistant III
- Sylvia Garcia** | Director of Retention and Career Services and Instructor
- Victoria Reyes** | Student Hourly Administrative Assistant, Center for Diversity, Equity, and Inclusion
- Elsa Dias** | Political Science Professor
- Rachael Campbell** | Special Assistant to the Vice President for Student Services



Red Rocks Community College



2021 RRCC Equity Goals

- o Professional development for faculty and staff
- o Reviewing internal procedures and operational guidelines for equity and inclusiveness
- o Program-level data analysis and planning around DEI



Equity Accomplishments

- 1 | October 12, 2020: I & D Department partnered with Student life to celebrate and honor the varied ways that LGBTQIA+ people have experienced coming out.
- 2 | October 2020 to April 2021: Campus wide offering of Book Club reading and discussing *How to be an Anti-Racist* by Ibram X. Kendi. Monthly, then biweekly meeting offered Thursday nights at 6 pm and/or Friday mornings at 9 am. For an hour and a half discussion.
- 3 | March 12, 2021: Fryda Faugier, a professional in the field, came to present training to the Dream Team on how to better support our DACA/ASSET and undocumented students. Presentation included how to talk to and about this population of students, how we can be more inclusive in our practices and resources available. ZOOM recording available.
- 4 | March 17, 2021: Launched LGBTQIA+ Center Discord Server: A virtual space for LGBTQIA+ students/employees to create community while sharing experiences and resources.
- 5 | 4/14/2021: International Rescue Committee (IRC) Information Session: IRC Representative discussed resources available to our community in the form of legal assistance and referrals. Great connection was created in order to support our students like DACA, Undocumented, and those who may need assistance changing legal status. Zoom recording available.
- 6 | Active Social Media for Inclusion and Diversity: Facebook_ <https://www.facebook.com/RRCCInclusion/>
- 7 | October 20, 2020: Pillsbury Theater award winning program Breaking Ice for courageous and productive dialogue around issues of diversity, equity and inclusion in the workplace. Presented to entire RRCC staff and faculty on Development Day. Affinity groups have all been created
- 8 | October 20, 2020: At Development Day Human Resources kicked off the 21 Day Racial Equity Habit Building Challenge a campus wide, multiweek, reading and discussion program started on March 26, 2020.
- 9 | Inclusion and Diversity Director presented a two part training on pronouns to the Student Success Leadership Team. Also presented to Advising and other departments.
- 10 | Establishment of a Campus Safety Advisory Committee with representation from across campus to work closely with the RRCC Campus Police to explore needs and implement best practices for our campus.

We quickly realized how much work needed to be done across the college inclusive of professional development, college procedures, college wide open forums for difficult discussions as well as continuous assessment of where we were and what our challenges were. A lot of these issues were propelled by national and international events. Trying to move ahead during our challenges with the pandemic year required us to think broader in scope as we involved our entire community.

RRCC President's Quote

11 | LSAMP arranged for participation in Academic Year 20-21 conferences and roundtables including: Women in Tech, AfroTech, Nat'l Organization of Black Chemists and Chemical Engineers (NOBCCHE), Society of Hispanic Professional Engineers (SHPE), and National Conference for Undergraduate research, Cybersecurity and Defense, Environmental Education and Advocacy.

12 | LSAMP arranged for industry visits in Academic Year 20-21 with: Lockheed Martin, Grifols Biotherapeutics, Xcel Energy, National Renewable Energy Lab (NREL), Dish Technologies

13 | LSAMP arranged campus or virtual visits in Academic Year 20-21 to transfer partners with: Anschutz Medical Campus, Metropolitan State University of Denver, CU Boulder, CU Anschutz Dentistry Labs, Colorado School of Mines, University of Wyoming.

14 | Executive Leadership Team developed an Equity Plan. In Fall 2020 all Student Success departments started creating departmental Equity plans, some departments have finished, others are ongoing.

15 | Faculty and Staff (~24) participated in year-long Professional Learning Communities focused on equity and inclusive teaching.

16 | Recognizing the importance of this DEI work, the Executive Team has reviewed the Inclusion and Diversity Director position and has moved to reimagine the position to have more involvement and engagement across the institution. The job description was rewritten, and the Executive Director of Equity and Inclusion position will report directly to the President. The new position has been posted, and the candidates to move to the first level interviews have been identified, with second level interviews planned for the end of May and the first week of June.

Notable Undertaking

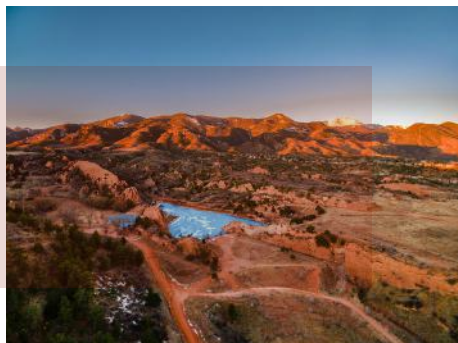
One thing would be getting the College Leadership team through the first Equity Training Series. This is an 18-hour training program that addresses a variety of DEI topics including implicit bias, critical race theory, socialization, and disrupting systems of oppression.





RRCC Challenges

- It soon became apparent that we needed a skilled executive director of DEI to not only lead the college strategic plan but to offer assistance to the executive leadership team in their professional development. We are currently in that search process.
- It continues to be a challenge to provide professional development opportunities for staff that meet their needs specific to their role and where they are with their equity knowledge.
- We are currently reflective of our service area, but would still like to increase our student diversity to provide a more robust student experience in regards to diversity and inclusion.
- We have seen success in diversifying our faculty and staff, but continue to have challenges hiring faculty that reflect our student population, particularly representative of our Latinx student population.
- Due to the concerns of some staff about our choice of having an armed police force, we involved the college community in an open discussion and as a result creating a college-wide safety committee that will provide transparency that has been requested



E & I Sub-Committee Chairs

- Aileen Sanchez** | Academic Advisor
Allen Burch | TRiO Navigator
Ana Gutierrez | International Student Services Support Specialist
Chris Zaleski | Faculty
David Finchem | College Prep Zone Coordinator
Debora Stefani | Academic Advisor
Derek Lan | Faculty
Edward Ortiz | Call Center Specialist
Gina Jimenez | Manager of Student Success Services
Janet Stromberg | STEM Alliance Navigator
Jen Macken | Dean of Enrollment Management
Jenning Prevatte | Faculty
Johanna Debrecht | Faculty
Josephine Richardson | Student Outreach & Recruitment Specialist
Karen Neville | Director of Library Services
Katey Parsons | Behavioral Health Counselor
Kevin Stiffler | Instructional Designer
Kirk Fallon | Director of Student Recreation Center
Kyle Kelly | Instructor
Leah Rogin-Roper | Faculty
Linda Yazdani | Director of International Student Services
Lisa Venette | Clerical Assistant
Lorely Sanchez | Diversity & Inclusion Program Coordinator
Merri Mattison | Faculty
Mika Matzen | Student Project Center Coordinator
Mike Coste | Academic Dean
Paul Le | Faculty
Paul Weinrauch | Faculty
Robert Thomas | LEA Director
Ryan Tamm | Accounts Receivable Coordinator
Shannon Webber | Director of Financial Aid
Stacy Roe | Interpreting Coordinator
Stina French | Faculty
Tim Kjensrud | Faculty
Tina Armijo | Faculty
Wendy Bird | Instructional Dean
Zach Frazier | Military & Veteran Services Coordinator
Chris Pusateri | Access Librarian



Trinidad State College



Equity Accomplishments

- 1 | Justice - Fairness was exhibited by Human Resources and Supervisors to allow transition from on campus work to remote hours, taking in consideration the needs of employees without compromising the needs of the institution.
- 2 | Equity - The spring 2021 Assessment Day activities included an activity where faculty reviewed, analyzed, and compared 3 years of course success data that disaggregated by race and ethnicity for them to reflect on practices, question assumptions and determine possible biases within teaching practices and evaluation methods.
- 3 | Inclusion - The college started an Equity Book Club and included all faculty and staff in the meetings. Multiple Books were purchased for those who wanted to read and participate in the discussions. Three books were completed: *How to be an Anti-racist* by Ibram X Kendi, *Whistling Vivaldi* by Claude Steele, and *Sabrina & Corina* by Kali Fajardo-Anstine. Three 90-minute book club discussion sessions were held each month. .
- 4 | Justice - The college worked with Colorado REACH to coordinate multiple viewings of the Pillsbury House Theatre's Breaking Ice performance for faculty, staff, students and K12 partners. Over 100 attendees watched the performance and participated in post-performance discussions.
- 5 | Equity - Leadership worked with the Equity Committee to develop plans for the distribution of extra funding to students to help with COVID related necessities.
- 6 | Diversity - Student Life reached out and encouraged different staff and faculty from previous years to participate in nominating students for Achievement Awards and recognitions
- 7 | Inclusion - TRiO, Athletes, First-generation, International students, and Student Government Representatives were recognized in all six graduation ceremonies.
- 8 | Inclusion - Graduation program included both English and Spanish, as well as a sign language interpreter during the ceremonies.
- 9 | Inclusion - Funding for the equity plans was provided by the institution even during a budget crunch.
- 10 | Equity - Reports on success by race and ethnicity in core courses was produced and we are looking at trends and have identified some problem areas where we need to work on closing equity gaps.

Thank you for the opportunity to reflect on our DEI work this year. I believe we made progress in elevating the conversation across the college. We provided several opportunities for staff and faculty to engage in this work, from book readings and discussions, to the CEO Action Pledge ceremony with Chancellor Garcia and Dr. Ross, to the Pillsbury House Theatre "Breaking Ice" performances. I am looking forward to implementing more components of our Action Plan, including a more systematic use of disaggregated course data to improve instructional outcomes in the classroom. Closing the equity gap is one of our Centennial goals and will require sustained attention and action to make it happen.

TSC President Quote



2021 Equity Goals

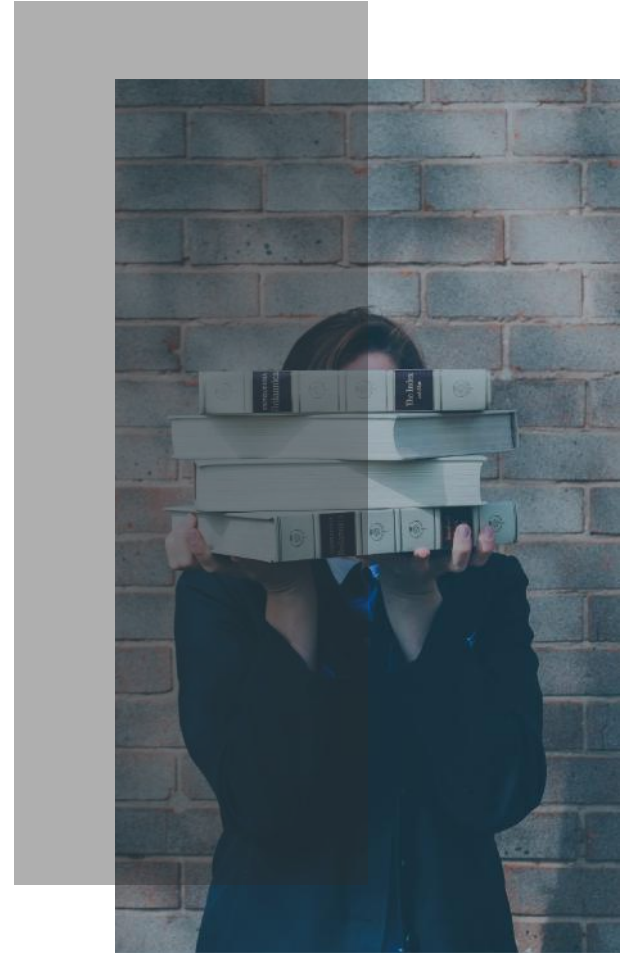
- o Advertise campus-wide and community activities around equity, including more student input and engagement.
- o Increase participation of faculty, staff and students in programing supported by the DEI committee, and include more student in creation and implementation of DEI initiatives. Engage more faculty and staff, both in terms of keeping them informed and getting their ideas and feedback.
- o Clearly communicate goals, timelines, and strategies around equity initiatives and concrete action plans that include opportunities for all college individuals and stakeholders.
- o Solidify committee standing through the development of bylaws, having representation on other committees, and the recognition of committee members , for advocacy and credibility, so that more faculty, staff and students are aware of its presence and purpose.
- o Increase course and program success for all demographic groups with the help of increased tracking and analysis of disaggregated data. We are currently looking at trends and have identified some problem areas where we need to work on closing equity gaps within certain core courses.
- o The leadership and organization provided by the equity committee deserves recognition. The importance of syncing the DIALED action plan with other departmental efforts or committees to work together in accomplishing similar initiatives that support the institution. Infusing other departments with diversity, equity, inclusion, and justice will help us bring not only awareness but also action. We need to gather more input from students about their experiences on our campuses concerning equity through an anonymous survey College and System Leadership has been very supportive and understand the necessity of the DEI work at Trinidad State.





TSC Challenges

- Keeping the goals created in a pre-covid time as priorities when we are facing other challenges as an institution. The time needed to revise the DAP to fit with limitation cause by the pandemic led to delays and pauses to the implementation of equity plans.
- Getting the word out, coordination, and details needed to be reworked quickly to meet current and changing needs. There was not enough time to meet the needed action steps during the pandemic.
- During the process of reviewing the DAP results, we realized that there was a lack of alignment of the DAP with other college GOALS and initiatives, leading to missed opportunities to coordinate better and achieve goals more efficiently and effectively.
- Equity is only one aspect of everyone's already full schedules and responsibilities. We are attempting to normalize equity in all aspects of higher education.
- Mitigation of the structural challenges that arose through the pandemic. The students faced many challenges that overshadowed education.
- Finances and budgeting was limited, and we selected only projects that would not greatly impact the budget during constraints. This may also be a challenge as we move forward due to further budget restrictions.
- Engaging individuals to meaningfully analyze and thoughtfully reflect on their own ideas, biases and issues around DEI, and how they may impact student experiences and successes.
- The political climate of the country has made equity conversations challenging.



Notable Undertaking

As collaboration within Trinidad State service areas increased, opportunities were provided to faculty, staff and students and were supported by Trinidad State leadership and the wider CCC system.



E & I Committee

Lynette Bates | VPAA

David Hardman | Student Life, Recruiting and Outreach/Student Services - Co-Chair

Desi Maxwell | Faculty/Assessment Coordinator - Co-Chair

Juliana Chaparro | TriO Director Student Services

Yvette Atencio | HR Director

Sue Nesbitt | Faculty

Paul Boone | Faculty

Rhonda Schoenecker | Faculty

David Barrack | Faculty (19/20)

Jodi Garcia | Faculty (19/20)



System Office Council for Inclusive Excellence (SOCIE)



ACC 2021 Equity Goals

We will finalize our DAP and choose three initiatives for the Council to continue working on and implement at the System Office.



Equity Accomplishments

- 1 | The System Office Council for Inclusive Excellence (SOCIE) met monthly over the last year and completed the following tasks to formalize our work group and set up business process: SOCIE SharePoint site, Charter, working copy of our DAP, meeting agendas, meeting notes and links to resources for the council.
- 2 | The System Office Council for Inclusive Excellence (SOCIE) has worked this last year to create the Action Plan for the System Office. We divided up our 18 member council into DAP goal-based work groups to come up with recommendations on activities, training, and processes to be implemented at the System Office.
- 3 | The Communications and Legislative Affairs department at the System Office extended a training to the college communications directors for a DEI webinar series put on by the National Council for Marketing and Public Relations. geared towards the Communications/Marketing functional groups.
- 4 | The Foundation at the System Office established a Board Task Force to review the scholarship process through an equity lens. The Foundation staff has been working with Dr. Ryan Ross through a regular series of meetings to discuss DEI.
- 5 | The Foundation has regularly prepared grant proposals that support the CCCS Equity Initiatives including the following: Law Enforcement Academy curriculum review and restructuring (\$1 million grant); KP Equity Scholarship Endowment (\$1 million endowed fund); RTE at MCC, CCD, CCA (\$550,000 in grants from multiple funding partners); Sturm Navigator Grant for CCD and CCA (\$930,000 grant)
- 6 | The HR Department used the College and University Professional Associate (CUPA) 21 Day DEI Challenges as a group exercise with the HR/Payroll team. Upon conclusion of the CUPA challenge material, this team chooses a new DEI topic each month to complete specific readings and discuss as a team with a focus on how we might be able to impact change in our positions.
- 7 | The CTE group and various SOCIE members participated in a book club and read Better Allies - Everyday Actions to Create Inclusive, Engaging Workplaces by Karen Catlin



SOCIE Committee

- Stacie Amaya** | Executive Assistant the the Vice Chancellor
- Kate Barnes** | Administrative Assistant
- Robert Bridge** | IR Analyst
- Laura DuClos** | Director System Human Resources, SOCIE Co-Chair
- Lisa Grefrath** | Controller
- Sarah Jenó** | Director of Major and Corporate Gifts
- Kelsey Jones** | Chief Accountant
- Chris Juarez** | Program Director STEM, Arts & IT
- Amy Kahn** | CCCOnline Dean of Instruction, SOCIE Co-Chair
- Christopher Luchs** | CTE Division Chair
- Daniel Metz** | Associate Dean Liberal Arts and Communications
- Molly Moats** | Associate General Council
- Tina Moore** | Sr. Project Manager for Academic & Student Affairs
- Emily Perry** | Access & Equity Services Professional
- Kendra Rodriguez** | CFEI Program Director
- John Schmahl** | Dean of Academic Affairs
- Michael Schulman** | Director of Student Affairs
- Tashana Taylor** | Director of Civil Rights and Investigations
- Karen Vidrio-Aguirre** | IT Office Manager



COLORADO
COMMUNITY COLLEGE SYSTEM



CCCS Equity & Inclusion Council



Stacie Amaya | Colorado Community College System Office
 Keith Barnes | Pikes Peak Community College
 Lynette Bates | Trinidad State Community College
 Javon Brame | Arapahoe Community College
 Christina Cecil | Colorado Community College System Office
 Nicholas Cocozzella | Colorado Northeastern Community College
 Patty Davies | Community College of Denver
 Maria delaCruz | Pueblo Community college
 Curt Freed | Morgan Community College
 Derek Grubb | Morgan Community
 Jay Lee | Northeastern Junior College
 James Lopez | Otero Junior College

Jen Macken | Red Rocks Community College
 Amanda Matthew | Red Rocks Community College
 Tina Moore | Colorado Community College System
 Mandi Myers | Colorado Community College System Office
 Betsy Oudenhoven | Community College of Aurora
 Quill Phillips | Arapahoe Community College
 Landon Pirius | Colorado Community College System
 Michael Roderique | Community College of Aurora
 Jean Runyon | Front Range Community College
 Michael Schulman | Colorado Community College System Office
 Jeanelle Soto-Quintana | Pueblo Community College
 Tashana Taylor | Colorado Community College System
 Robert Vazquez | Lamar Community College
 Hailey Wold | Otero Junior College

E&I Subcommittees:

Equity University (EquityU)

- o The Equity University will partner with CCCS online and others to create a virtual Equity University that serves all of CCCS and as appropriate the community.
- o Mandi Myers
- o Nicholas Cocozzella
- o Jay Lee
- o Ryan Ross
- o Michael Schulman

E&I Funding

This group will look for funding opportunities that the council can share with the colleges, consider applying for, and / or identify partners that will help the colleges and the system move equity work forward with resources.

- o Tina Moore
- o Jeanelle Soto-Quintana
- o Patty Davies
- o Elisabeth Olson
- o Hailey Wold

E&I in IT Projects

This committee is internal and will manage all project requests as a result of the work of the other committees.

- o Michael Schulman
- o Tina Moore
- o Ryan Ross
- o Mandi Moore
- o IT Representative

System-wide E & I Virtual Town Halls

The town hall committee will work to create an annual spring system wide town hall event that features our leadership discussing our equity progress, lessons learned, opportunities, and challenges. This will require Chancellor approval and Presidential support.

- o Tashana Taylor
- o Derek Grubb
- o Robert Vasquez
- o James Lopez

E&I Policy & Procedure Review

Working in concert with legal affairs, the policy and procedure committee will lead the council in reviewing policy and procedures by checking for bias, equity gaps, or statements that might alienate members of our community. The committee will lead the council in making recommendations or changes to address any of these challenges.

- o Landon Pirius
- o Betsy Oudenhoven
- o Amanda Mathew
- o Lynette Bates

E&I Representation, Retention & Evaluation

The Representation, Retention & Inclusion sub-committee will advise and participate on all initiatives related to the full lifecycle of CCCS faculty, staff, and students with a focus on the recruitment and retention of the underserved and marginalized. Activities may relate to pipeline development, candidate sourcing, recruitment, interview and hiring process, onboarding, retention, measuring results, and overall efforts to promote an inclusive, safe, and welcoming campus environment.

- o Javon Brame
- o Christina Cecil
- o Stacie Amaya
- o Jen Macken

E & I Plan/Strategic Plan Review

The E and I Strategic Plan review committee will review all DAP plans in the systems. The committee will serve as thought partners, make recommendations, look for our measurable outcomes, and push continued equity development of the plans.

- o Keith Barnes
- o Ryan Ross
- o Quill Phillips
- o Jean Runyon

Positive Effects of the Pandemic

- The Pandemic has allowed more people to participate in activities because of the virtual nature of meetings. The socio-political racial climate has also motivated ACC employees to get more involved and membership of the council increased by nearly 40%. We held a Black Lives Matter solidarity event virtually and had nearly 120 people participate.
- The current climate has also demonstrated the eagerness of the leaders at the institution to make a commitment to equity.
- There seems to be an eagerness across the college to get involved in the equity work most likely due to the current climate, but also the new college strategic plan which includes an equity and inclusion goal, as well as the equity goals of the CCCS.

- The pandemic has allowed us to rethink some of our procedures and services due to challenges the pandemic brought (for example creating flexible hours for employees and students to access services).
- Some faculty also began examining their classroom policies (for example reviewing and revising their late work policy and making it more flexible).
- Learning about how to apply an equity lens in online environments
- We had to step outside of our comfort zones and learn new ways to meet the needs of our students using technology.
- The pandemic has provided CCCOnline an opportunity to broaden our support to the colleges, the state and the community.

- People also reported feeling reconnected to ACC staff while going through equity training and learning about different issues related to DEI together!
- More people were able to attend college wide events like Conversation Day because it was available in a virtual environment.
- Additionally, it seems many have developed further empathy for students and colleagues through this collective experience.
- Increased engagement in Conversation Day and equity-based professional development series were positive impacts.
- CCCOnline staff have very successfully demonstrated the ability to be highly effective while working remotely.

- Although the pandemic has shone an even brighter light on racism and discrimination (which is a negative impact) it has opened the eyes of leadership and made them aware of the changes that are needed as well as revisiting policies and analyzing through and equity lens.
- Our Diversity Council (Northeastern Nation) was only able to meet one time during the school year, but was able to support and advertise the few events we did have (Mi Familia Loteria Night, Presidential Debate Watch Party etc.).
- The capacity to host DEI related training events in a virtual environment
- An increase in opportunities to partner with external constituencies in hosting DEI related events.

- PCC was able to assist students with CARES ACT funding, and CRRSAA funds, to address basic needs such as food, housing, and health concerns. Additionally, students' technological needs were addressed allowing students to access coursework during a time of remote learning.
- Another positive aspect of coding was the development of different modalities of educational delivery. Students have the option of accessing the class virtually and synchronously, online exclusively, Face to Face, or through hybridized models.
- The instructors have become very flexible and creative with course delivery and content.

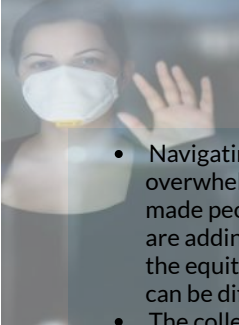
- The college had to work very flexibly to serve students who lacked basic resources or technology to be able to learn remotely. It was not easy, and we lacked some tools like SignalVine that we have now, that would have made connecting with students easier.
- We maintained the demographic mix of students throughout the pandemic, not losing significant numbers of underrepresented individuals.
- The pandemic has shown us that we can make quick adjustments and respond to students' needs in a state of urgency.
- We have been proactive while working remotely to continue to operate.

- Higher attendance numbers at DEI trainings and events due to greater access that resulted from offering them in a virtual environment (Facebook Live, Zoom, WebEx Events, MS Teams).
- In the face of adversity, Trinidad State considered new methods of communication in the classroom and through campus services, providing for increased flexibility and a more equitable and accessible educational process.
- Virtual communication platforms allowed for easier access to Bi-campus equity discussions and the implementation of equity related college information and activities between the campuses.
- Formal and informal support networks were developed with an equity lens in mind, allowing multiple avenues of assistance.

- The Pandemic has positively impacted out work by creating a new normal for virtual events. We were able to get greater participation in our virtual lecture series and had strong participation rates among staff and faculty.
- The pandemic provided us with the responsibility as well as opportunity to provide more outreach to students to check on their well-being.
- We did this through surveys, phone calls, and emails.
- Additionally, though we know it did not make up for lost income, we were able to provide more aid to students from the CARES and other federal funds than we have been able to in the past.

- The pandemic has necessitated increased communication between students and faculty/staff. The faculty have been amazingly creative and dedicated to adjusting and working with all different students.
- This was a very sudden change and our assessment team is working on more detailed documentation of how this has improved courses so we will excited to share how teaching methods have been adapted and how this has positively impacted our students.
- The pandemic forced us to immediately reflect upon and act on equity related issues throughout all aspects of college procedures and experiences.

Pandemic Challenges



- Navigating the pandemic has been overwhelming for many employees. It has made people become cautious of what they are adding to their work loads. In some cases the equity work feels like extra work and it can be difficult to keep people motivated.
- The college experiencing the current transition of adding a Chief Inclusive Excellence Officer has been helpful however, the challenges with conducting remote onboarding and getting a good understanding of the needs and culture of the institution has been difficult.
- Additional challenges were that members of the IEC found it difficult to balance their full-time duties with the work of the IEC and we also saw the varying needs of students and employees such as access to technology.

- It was also difficult to get a sense of how students were managing the pandemic with being in a virtual environment.
- The loss of enrollment and the significant and disproportionate impact of the health, economic, and racial crises on our students
- The downturn in enrollment creates challenges. Stress, mental health, and isolation has taken a toll on the staff.
- Equity gaps for students have grown during the pandemic--students who are historically underserved have faced greater issues in terms of enrollment, success, retention, and completion.
- Our DPS to CCD pipeline has also been negatively impacted for similar reasons.
- Decreased enrollment threatens program viability.

- The pandemic has taken a toll on morale and employee exhaustion is palpable.
- Face to face interaction with students and colleagues is one of the leading reasons employees choose to come and work at CCD.
- The Pandemic has negatively impacted of work with students. Some of our goals were impacted negatively due to students not being able to participate.
- Although enrollment has consistently dropped over the past few years, we saw a larger drop in first generation students.
- Being remote, it was more difficult to connect with students and help provide the college experience and comradely that they seek.

- Northeastern has not been able to have an in-person staff and faculty in-service. This time in August and January has typically been the only time to gather together for trainings, including training on Equity and Inclusion.
- This was also time spent on implementing this work into regular practice. Any preparatory time has had to be spent on preparing for a multitude of different course formats (hybrid, remote, traditional, etc.).
- It has been difficult to focus on our equity work with students, faculty and staff working primarily off campus. We've also had turnover in leadership positions which has affected our progress.

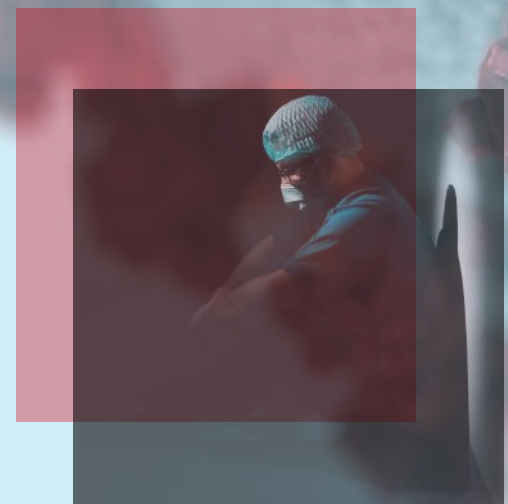
- Elevating student voice is a critical component of DEI work. During the pandemic many of our students worked remotely and were consumed with problems that impacted basic needs such as employment, housing insecurities, food insecurities, schooling children, childcare, and of course, health and well-being.
- This element of the Strategic Framework needed to be tabled until the majority of students could be in a safe and secure place in their lives.
- Offering meaningful student success coaching sessions in a virtual environment.
- Reduction in funding and bandwidth for faculty release time to work on service projects.
- Increase in the difficulty of assessing the impact of DEI related trainings and co-curricular events.

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- Our most vulnerable students also had the greatest impacts from COVID.
- Additionally, the increase in workload for employees to work remotely meant that some who would normally participate in DEI efforts didn't have the same amount of bandwidth they would in another year.
- Some of the goals of the committee are geared to provide a welcoming environment, with a safe campus, however, with social distancing and limiting students, faculty, and staff on campus, it was challenging to convey that message.
- For students, structural issues and concerns were exacerbated (Job loss, homelessness, financial issues, food insecurity) and may have impacted student access and success.

- Because we were not able to meet in person often, where discussion and interactions could be enriched by the physical presence of colleagues and classmates, attendance and participation in equity activities and the classroom were often lower than expected.
- Many felt an emotional and psychological overload from the stresses and anxieties and some people may have not been able to meet the demands of remote learning and working.
- The pandemic has been very isolating for students, staff, and faculty, sometimes leading to less meaningful actions and interactions.



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mong the top priorities in our CCCS Mission Statement are “academic excellence, diversity, and innovation”. We know that we cannot fully achieve our mission of educating students and serving communities if we do not focus our efforts on equity, and our Board has agreed, making it our top priority when they convened for a Board retreat in 2018. “Equity” means more than diversity, and includes not only diversifying our student body and our faculty and staff ranks, but also identifying and dismantling systems and structures that lead to race, ethnicity or gender gaps in student enrollment, retention, successful transfer, completion, and employment. Leading the way in closing those gaps should be and is our top priority because of the unique role our colleges play in the higher education ecosystem and because of the remarkably diverse student populations that rely on us to help them achieve their ambitions and contribute to their communities.

I am gratified that we did not let the unique circumstances of the last 18 months divert us from our priorities. Throughout the pandemic, we continued training System Office departments and staff with a range of Diversity, Equity and Inclusion activities and trainings. We saw similar progress in the equity activities and work on our campuses, and I am pleased to see a focus on these initiatives is becoming embedded into our processes and our day-to-day work. In addition, the System Office Council on Inclusion and Equity (SOCIE) is a new interdepartmental team, and I want to extend my personal thanks and appreciation to the 19 System Office colleagues who served on the inaugural SOCIE and worked together to create the CCCS System Office Dialed In Action Plan. I fully endorse the Plan and I know that it will continually evolve with the active participation of SOCIE and other interested System employees. SOCIE’s stated philosophy is that “ownership of diversity, inclusion, equity and social justice is a shared responsibility that every member of the System Office community must be actively engaged in for success to be achieved,” and I look forward to advancing that work together with all of you. Thank you!

JOE GARCIA
 CCCS Chancellor

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Appendix

Individual Organization's Diversity Action Plans are located are located on the PC Commons Drive:

